Sample assessment task

Year level	5
Learning area	English
Subject	Viewing
Title of task	Character Analysis in Film

Task details

Description of task	Students complete a detailed analysis of one of the characters from the film, *The Lion King* (viewed in class). Students are to demonstrate their understanding of how vocabulary and language features are used in visual texts to construct believable characters. Students explain their own response to the characters they have chosen to describe.
Type of assessment	Summative
Purpose of assessment	To assess students' comprehension of a visual text, their understanding of how language can be used to depict and influence viewers interpretations of character, and their ability to develop a response to those depictions.
Assessment strategy	Character analysis
Evidence to be collected	Written response
Suggested time	One x 40 minute lesson

Content description

Content from the Western Australian Curriculum	<u>Literature</u>
	Literature and context
	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts
	Responding to literature
	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others
	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences
	<u>Literacy</u>
	Interpreting, analysing, evaluating
	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources

Task preparation

Prior learning	Students were provided with the opportunity to watch the film, *The Lion King*. They have engaged in a range of viewing tasks and have been exposed to answering questions, and engaging in discussions, about varying viewpoints. They have completed a variety of comprehension activities, using strategies to analyse information. Students are familiar with a range of codes and elements of visual language used in moving images, and the use of language associated with character development.

Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
Assessment task	
Assessment conditions	This is an individual, in-class assessment.
Resources	*The Lion King* or another film/visual text of choice.

Instructions for teacher

Explain to students that they will be completing a character analysis based on the film, *The Lion King*. They will develop a response to show their understanding in relation to the following points:

- physical appearance of the character
- the way the character is used in the film to convey a message (the character's actions, the way he/she speaks, and the way the character is depicted)
- what other characters think about him/her
- what you think about the character: Would he/she be a good friend? Why or why not?

Students use an A3 sheet of paper separated into four boxes to present their work. They may develop their own headings to organise their response.

Instructions to students

Complete a character analysis based on a familiar character from the film, *The Lion King*. Consider the following points when developing your response:

- physical appearance of the character
- the way the character is used in the film to convey a message (the character's actions, the way he/she speaks, and the way the character is depicted)
- what other characters think about him/her
- what you think about the character: Would he/she be a good friend? Why or why not?

Use an A3 sheet of paper separated into four boxes to present your work. You may develop your own headings to organise your response.

Sample marking key

Description	Marks
Character analysis	
Uses literal and implied information to construct meaning and provide a detailed analysis of the chosen character. Makes relevant and purposeful references to the text to support analysis.	5-6
Uses literal and implied information to provide an analysis of the chosen character, and makes references to the text to support analysis.	3-4
Uses literal information to provide a simple analysis of the chosen character, making occasional references to the text.	1-2
Subtotal	**6**
Description	**Marks**
Language features	
Identifies a range of appropriate features of language and explains how they are used to construct the character.	3
Identifies features of language and attempts to explain how they are used to construct the character.	2
With assistance, identifies some features of language used to construct the character.	1
Subtotal	**3**
Description	**Marks**
Response	
Develops a detailed and valid response to the character, describing connections to own life and experiences.	3
Develops a response to the character, making connections to own life and experiences.	2
Develops a simple response to the character in relation to own life.	1
Subtotal	**3**
Total	**12**